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AUTHOR Crew, Edith D.; And Others
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ABSTRACT

This document, which is intended to assist adult literacy staff development and training personnel working at the state, district, and program levels, contains considerations and guidelines essential for an effective, comprehensive staff development and training program. Discussed in Section 1, which is an overview of staff development and training, are the need for a common terminology, purposes of and barriers to adult literacy staff development and training, and the characteristics of an effective and comprehensive program. Section 2 describes the four phases of a staff development and training plan: diagnosis, design, implementation, and evaluation. Nontraditional approaches to staff development and training and steps in improving the transfer of learning are covered in Section 3. Provided in Section 4 are general guidelines for evaluating staff development and training and considerations in selecting a program evaluation design. Appendices contain the following: a table outlining the location of staff development and training programs throughout Florida, directories of the administrator/instructor and advisory council respondents to a 1991 survey as part of a project to create a framework for the education and training of Florida's adult literacy leadership, and a listing of commercial and nonprofit vendors. Contains 27 references. (MN)

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ED 367 777

ADULT LITERACY LEADERSHIP TRAINING PROJECT
PHASE II

VOLUME II

FUNDAMENTAL CONSIDERATIONS IN THE CONCEPTUALIZATION AND DESIGN OF ADULT LITERACY STAFF DEVELOPMENT AND TRAINING

Edith D. Crew
Principal Investigator
Associate Professor of Adult Education
Department of Educational Foundations and Policy Studies
The Florida State University

Mary M. Cozean Alexander
Project Director and Research Associate

Nancy (Delgado) Gabrielsen
Project Assistant and Research Associate

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Introduction

The creation of an infrastructure for the upgrading of the skills of adult literacy professionals is one solution to the problems faced by literacy programs in this country (Foster, 1988, 1990). It is important that the changing culture of literacy providers be recognized and that standards of practice be developed which are applicable to all adult literacy providers regardless of their orientation. The upgrading of skills should include more nontraditional approaches, be based on sound research and evaluation, and provide for adequate support, resources, and incentives.

The study reported in Volume I was directed toward the creation of a framework for the education and training of Florida's adult literacy leadership. Volume I presents the activities, findings, and recommendations of our study. Volume II provides a pragmatic look at the considerations and guidelines essential for an effective, comprehensive staff development and training program. Further, it provides substantive information which decision-makers will find useful in creating an infrastructure for staff development and training.

The information presented in Volume II is generic and should be useful to state, district, and program levels of adult literacy staff development and training personnel. It is based on a review of relevant literature and the findings of the 1991 study. Topics covered include an overview of staff development and training and guidelines for the planning, implementing, and evaluating of staff development and training.

An Overview of Staff Development and Training

The Need for a Common Terminology

Many definitions are used interchangeably in the literature and by agencies and organizations to describe and differentiate between the kinds and levels of human resource development. One of the findings of this study is that adult literacy leaders do not share a common vocabulary when it comes to describing staff development, training, or human resource development. This lack of a common language is a barrier to the discussion and development of a comprehensive staff development and training model. In an effort to break this barrier, the more commonly used definitions in the literature are offered below.

Human Resource Development (HRD)

This is an inclusive term used to describe all the informal and formal processes designed to improve and enhance personnel effectiveness within a given system (*i.e.*, state, region, district, agency, etc.). HRD is also referred to as personnel development (Castetter, 1986) and organizational development (Davis & Newstrom, 1985). Nadler's (1983) human resource development model identifies three major components for this type of activity. They are training, [staff] development, and education:

1. Training consists of those activities which focus on the improvement of human performance on the job (Dubravic, et al., 1988). The nature of training assumes there is a deficiency to be eliminated (Castetter, 1986). Thus, its primary role is the development and maintenance of competencies to perform specific roles by persons holding positions in an existing system (Nadler, 1983). The activities are (a) usually directed at predetermined behaviors (Mishoff & Romans, 1987); and (b) characterized as an immediate, low cost, low risk investment (Bone, 1988). The training component may include orientation, preservice training, and inservice training (Meacham & Schwartzberg, 1987):
   a. orientation includes those activities which provide for socialization into an organization (Schuler, 1981). During orientation new employees are introduced to their jobs, the organization, and their co-workers (Christenson, Johnson, & Stinson, 1982). At this time benefits, expectations, and requirements of the system are defined (Meacham & Schwartzberg, 1987). Orientation also serves to "weed out" disinterested persons.
   b. preservice training is sometimes referred to as an orientation program (Burley, 1985) because it is directed at persons new to a position. However, it differs from orientation in that it is more job specific. Preservice training may include specific guidelines to understanding the goals and objectives of the program and the students as well as the methods, techniques, and vocabulary needed to be successful on that job.

c. inservice training consists of those activities designed to develop and improve the performance of employees in their present assigned positions (Castetter, 1986). These activities are aimed at keeping current with changing roles, standards, and technologies.

2. Staff development includes those activities which go beyond helping persons to perform in their specific positions to enabling them to maximize their career potential as contributors to the organizational system (Nadler, 1983). Staff development is growth oriented (Castetter, 1986). It maintains a state of learning readiness and is characterized as a high-cost, high-risk, long-term investment (Bone, 1988). It encompasses the personal and professional development of the individual within the organizational structure.

3. Education involves those activities, usually in the form of coursework offered through a university, institute, or continuing education program, designed to improve the overall competence of the employee beyond a current position (Dubravic, et al., 1988). Education opportunities available through an organization are (a) generally offered to selected employees who have demonstrated potential for advancement and (b) characterized as a future, medium-cost, medium-risk, short-term investment (Bone, 1988).

Staff Development and Training Model

This is a schematic representation of a specific approach used to improve and enhance personnel effectiveness within a given system (Bone, 1988). Prerequisite to a comprehensive staff development and training model is a strong theoretical and practical knowledge base upon which the desirable state of human resource development for that system is established. A needs assessment is carried out to identify the existing state of staff development and training, to determine the unmet needs, and to make program recommendations. Programmatic responses are then incorporated into a comprehensive staff development and training model. This model includes a written plan for the design, implementation, and evaluation of the total staff development and training program for any given system. The adoption of a staff development and training model presumes a supportive infrastructure, including sufficient personnel and fiscal resources.

Purposes of Adult Literacy Staff Development and Training

There are several purposes for the provision of staff development and training. Staff development and training help adult literacy leaders to (a) gain an understanding of the dynamics of adult learning, including the diverse and changing profile of the population, the complexities of the learning processes, and how to integrate and implement adult learning theory into practice (Adult Learning Potential Institute [ALPI], 1980a); (b) comprehend the challenges and issues in the field of literacy education (Jorgenson, 1988); (c) acquire the knowledge, skills, and understanding of the methods, techniques, and strategies needed to meet student, program, and individual needs; (d) better understand the operations of the system - *i.e.*, its policies, procedures, and scope of the job; (e) increase productivity and begin to improve adult literacy (Burley, 1985); (f) allow for the open exchange and sharing of ideas and practices; and (g) grow professionally (Altschuld, et al., 1978).

Staff development and training provides a proactive and a reactive response mechanism to current and changing student, program, community, and staff needs and goals (Burley, 1985). It is a basic tool for program management and improvement as well as a means for effecting individual, unit, and system change (Castetter, 1986). Other purposes served by staff development and training include its potential to (a) develop credibility and support in the community, (b) create a networking mechanism between agencies, and (c) increase cost effectiveness and accountability within the system (Burley, 1985).

Barriers to Adult Literacy Staff Development and Training

All too often the value of staff development and training is offset by barriers which inhibit their delivery. Some of the commonly encountered problems are discussed below:

1. The part-time nature of staffing in literacy education presents major time and logistical problems (Foster, 1988). This barrier is evidenced in the Adult Literacy Leadership Training Project. Many administrators must accept the responsibility for adult literacy programs in addition to other demanding leadership roles, of which each could be considered full-time positions. As a result they do not have the time to devote to training. In

addition, many of the instructors of adult literacy programs are full-time instructors of the K-12 population. Their part-time adult literacy jobs take place in the evenings on differing days, including weekends. This makes the coordination and delivery of programs for them difficult.

2. A closely related barrier is the fact that compensation for adult literacy providers is lower than for comparable fields (Foster, 1988). Not only is there no career path for adult literacy education, there are few incentives to encourage or enable adult literacy leaders to participate in staff development and training activities (Bowes, 1984).
3. Trainers of adult literacy leaders who, themselves, are often poorly trained in adult education or insufficiently equipped to handle this literacy deficient population present yet another barrier (Adult Learning Potential Institute [ALPI], 1980b). Their inability to understand and facilitate the adult learning process and/or to understand the goals and nature of adult literacy education results in activities which fail to treat participants as adult learners, to motivate continued participation in training, and to specifically address the goals of adult literacy education at any level beyond individual growth by the literacy student.
4. The lack of quality standards for the practice of adult literacy education contributes to the lack of quality staff development and training for its leadership. Many times the training activities provided are generic (Foster, 1988) or they are the same activities used for training elementary and secondary educators. Adult literacy specific training, when provided, often fails to go beyond the basic levels.
5. Closely related to barriers 3 and 4 is the very nature of adult literacy instructional personnel. Many of them are full-time K-12 teachers who do not differentiate between the child and the adult learner. They practice what they have been taught in childhood education rather than learning or developing other methods and techniques more appropriate for adult learners. A specific example is the continued use of standardized evaluation instruments.

6. Poor planning of staff development and training is also a contributing barrier (Bowes, 1984). A large portion of the adult literacy leadership training which occurs is haphazardly planned, poorly organized and implemented, rarely evaluated, and usually fails to be offered as a part of a comprehensive staff development and training program. Our study revealed that activities are all too often developed (a) reactively as training needs occur, (b) as a part of other training programs, or (c) as resources are made available. Specific examples of poor planning include the failure to include the intended participants in the development, implementation, and evaluation of these learning activities. Many of the activities are not meaningful or relevant to the adult literacy providers or to the depth they require. There is also a lack of follow-up to determine if there has been a transfer of learning into professional use (Norton, 1987).

7. Contributing to poor planning is the lack of commitment and/or general apathy of the system, the unit, and the individual to staff development and training (Bowes, 1984). This is evidenced by the low budget and lack of resource allocations specified for adult literacy leadership professional development (Foster, 1988).

8. Limited networking opportunities which isolate agencies and districts from each other is another barrier to training (Foster, 1988). In the Adult Literacy Leadership Training Project, a lack of money, differing philosophies or orientations, geographical characteristics, and the need for a permanent central clearinghouse of information and services were found to be major hindrances to the professional development of adult literacy leadership in the State of Florida.

9. A lack of communication between the members of an educational system, *i.e.*, administrators, instructors, and advisors, is another problem (Bowes, 1984). Often the involved parties are unaware of each others' perceptions, needs, goals, and resources.

10. When the intended participants of training activities feel pressured to attend or fear criticism of their input, another barrier to training occurs (Bowes, 1984).

11. Finally, there is a lack of training based on sound research and evaluation (Alamprese, 1990; Foster, 1988). More research is needed on adult learning theory and the methods and techniques of adult education specifically as they relate to literacy education. In addition, evaluation of adult literacy leadership training programs and adult literacy delivery systems needs to be intensified if a comprehensive staff development and training model for adult literacy leadership is to evolve.

Characteristics of an Effective, Comprehensive Program

There are many qualities that characterize the effective, comprehensive staff development and training program. The effective program reflects a continuous, on-going process (Hentschel, 1990; Jones & Lowe, 1990) which is an integral part of the overall priorities of the organization and staff (Bowes, 1982). It is considered as an investment, an obligation, and a necessity for the successful operation of the system, the productivity and effectiveness of its leadership, and the delivery of literacy services to its students. Staff development and training includes all personnel and displays a concept of interrelatedness of the entire system (Castetter, 1986).

An effective, comprehensive staff development and training program incorporates the principles of adult learning theory by considering all participants as adult learners (ALPI, 1980b). This includes (a) involving participants in the planning, implementation, and evaluation of programs (Bowes, 1982), (b) ensuring that activities are accessible, appropriate, and relevant, (c) trying to satisfy individual as well as system expectations (Castetter, 1986), and (d) providing incentives for participation (Jones & Lowe, 1990). Designed to increase the participants' ability to perform effectively, to improve the way staff feels about their professional roles (Bowes, 1982), and to provide for personal and professional growth, the effective staff development and training program goes beyond immediate technical and practical needs. In addition to remedial actions, programs provide for motivation, problem solving, member security, and upward mobility (Castetter, 1986).

Many forms and approaches are used in an effective staff development and training program to ensure flexibility and alternative opportunities for individual and group learning (Bowes, 1982). The strategies employed can be used with different populations (Altschuld, et al., 1978). Experiential learning is encouraged (Davis & Newstrom, 1985) and allows for practice and feedback in a secure, non-threatening environment over a period of time (Jones & Lowe, 1990).

Finally, the effective staff development and training program is based on sound research and seeks ways to transfer the research into practice (Jones & Lowe, 1990). This includes evaluation as a part of the ongoing process.

The Staff Development and Training Plan

Paramount to an effective staff development and training program is careful planning which should culminate in a comprehensive written plan. The creation of this plan includes four crucial phases (Castetter, 1986) or components. These phases are the diagnosis, the design plan, the implementation plan, and the evaluation plan.

The diagnosis includes determination of (a) long and short-term needs; (b) alternatives to meet these needs in terms of paradigms, processes, and approaches; and (c) all the other resources required to carry out the plan as well as an examination of the sources of information which make these determinations possible (Castetter, 1986). The design plan is the written plan of intention (Castetter, 1986). It is set in the larger context of the system's goals yet accommodates individual and group differences and the various levels of entry into the program (Jones & Lowe, 1990). The written plan includes (a) the rationale for the program, (b) its specific goals and objectives, (c) a description of the intended participants to be served, (d) a calendar of the activities which have been organized into a comprehensive program, (e) an explanation of materials development, (f) the designation of responsible persons, (g) the identification of resource requirements, (h) the procedures for feedback and evaluation, and (i) a schedule of the procedures which will be used to monitor the total operation (Castetter, 1986).

The implementation plan should describe the actual operation of the program - what will take place, when and how, and who will be responsible. The evaluation plan, which should be developed concurrently with the rest of the planning, should explain how

the impact of the program on the individual, the position, the organization will be examined and describe the documentation process that will be used (Castetter, 1986).

Implementation of Staff Development and Training

To meet the goals and objectives of a staff development and training program, a variety of approaches, methods, techniques, and resources can be incorporated into the design plan and utilized during the implementation stage (Castetter, 1986). Each specific program included in the master plan for staff development and training should be detailed as to its content, the methods which will be used, the environment in which it will take place, the participation approach (formal or informal, voluntary or involuntary), and the resources required. This section identifies some of the nontraditional approaches to staff development and training and discusses ways to improve the transfer of learning.

Nontraditional Approaches to Staff Development and Training

The traditional approach to staff development and training is pedagogical with the participants attending a class, seminar, or workshop led by the trainer or an invited expert. A group discussion, a demonstration, and/or an opportunity for practice and feedback may be included as a part of the agenda; usually there is no follow-up or continued practice and feedback. In some instances this approach is appropriate, convenient, and cost-effective. However, in other instances it can be an ineffective approach in terms of generating learner retention and satisfaction, meeting program goals, and utilizing limited time and resources. Foster (1990) suggests it is crucial to the upgrading of adult literacy leadership skills that alternative or nontraditional approaches be incorporated into staff development and training. Indeed, we as adult educators should practice what we preach and provide staff development and training which incorporates adult learning theory. Within the context of the system, programmers should use multiple approaches compatible to the various learning styles, developmental needs, and learning goals of adult literacy leaders. Some alternative or nontraditional approaches to consider are:

1. Self-directed activities - These include keeping a reflective journal of one's practice, staying current with the literature, or selecting a topic to explore and then either writing a report or making a presentation about it to other

members of the organizational structure (Marsick, 1988). These activities may be self initiated or negotiated with the agency.

2. Media based activities - Electronics technology, including films, audio cassettes, videos, interactive videos, computer assisted instruction, closed circuit and cable television, facilitates the use of structured or prescribed instruction on an individualized basis and opens possibilities for distance learning when it is inconvenient to bring staff together.
3. Networking activities - Interagency collaboration fosters the sharing of ideas, information, and the availability of expert personnel, which in turn, allows for quality programs which could not be afforded by a single agency. Activities include attendance at local, regional, state, and national coalition and professional meetings, workshops, and conferences (Marsick, 1988) and field trips to work sites or model programs (Altschuld, et al., 1978).
4. On-the-Job-Experiences - Situations, such as special training assignments, staff rotations, and peer coaching (Marsick, 1988), allow for experimenting with new techniques and methods, encourage practice and feedback in a secure setting, and stimulate learning retention.
5. Mentoring - This approach provides for guidance, support, and opportunities for learning, transition, and advancement of an individual employee through association with a role model or mentor (Bova & Phillips, 1982).
6. Memos, house organs, newsletters, etc. - These can open doors to communication (Altschuld, et al., 1978), enabling access to and sharing of information.
7. Creative workshops - Workshops which go beyond lectures and group discussions to include brainstorming, case studies, demonstrations, in-basket activities, role playing, and simulations (Altschuld, et al., 1978) provide for practice and feedback, increased motivation to continue study, and a sense of ownership, relevancy, and success.

Improving the Transfer of Learning

If program and individual goals are to be met with a minimum of time, cost, and effort and have a lasting positive effect, it is important that the learning which takes place in training is retained, maintained, and transferred to the work site. Parry (1990) offers several personal, instructional, and organizational factors which should be considered to ensure that the implementation of a staff development and training program is successful. Personal factors to consider include providing for motivation, considering the participants' learning abilities and attention span, and making sure the subject matter is relevant to the participants' personal and job needs. Instructional factors include appropriate course design and methodology, an appropriate emphasis given to theory versus practice, the credibility and effectiveness of the instructor, and follow-up after the instruction. Organizational factors encompass creating a secure and supportive environment, making the most of time and timing, and ensuring there is a degree of fit between procedures, materials, what is to be taught and learned, the participants (Parry (1990) and the program goals.

Evaluation of Staff Development and Training

Definition

Evaluation is defined as a systematic process of obtaining useful information for the purposes of determining the strengths and weaknesses of some object and/or making decisions (Dubravic, et al., 1988). It may be conducted informally or formally using a variety of criteria, approaches, and data collection techniques. Evaluation may be carried out internally by the agency or externally by outside agents. It may take place at various levels. These may extend from the organization level to the participant's performance, learning, and reaction to specific staff development and training (Department of Education/Department of Labor, [DOE/DOL] 1988).

Depending on when it is carried out, evaluation is either formative or summative (Turner & Stockdill, 1987). Formative evaluation occurs while the actual staff development and training takes place. It provides feedback and allows for ongoing corrective action. The documentation generated during formative evaluation provides part of the basis for summative evaluation. Summative evaluation occurs after the completion

of the staff development and training program and assesses its overall merit. It is used to determine if goals have been attained, to what degree they have been met, and to develop recommendations for improvement and change.

Purpose

The importance of evaluation to an effective, comprehensive staff development and training program cannot be overstressed. It is a tool for program management and improvement. Evaluation helps to (a) determine if and to what extent organizational and individual goals are being met, (b) identify the contributors to successes and failures, and (c) decide whether or not further revision, action or redirection is needed (Fleischman, et al., 1987). However, the evaluation of staff development and training of adult literacy leadership tends to be a difficult process (DOE/DOL, 1988). There is no standard or common set of evaluation criteria; staff usually lack the necessary training, resources, and time to effectively develop an evaluation component and carry it out.

General Guidelines

There are three general guidelines to follow when developing an evaluation plan for staff development and training (Fleischman, et al., 1987). It should be (a) an integral part of the overall program plan, (b) implemented at the program's inception, and (c) adequately documented for the purposes of clarity and accountability.

Evaluation involves six progressive steps (Fleischman, et al., 1987). These are (a) definition of the purpose and scope of the intended evaluation, (b) specification of the evaluation questions, (c) development of the actual evaluation design and data collection plan, (d) collection of the data using appropriate documentation techniques, (e) analyzation and compilation of the data for the evaluation report, and (f) utilization of the report to make program management decisions and improvements.

Selecting a Program Evaluation Design

The criteria used to select the evaluation design for an adult literacy leadership staff development and training program include funding and other resources available and the system's ability to analyze the data collected. These factors plus the purpose of the evaluation will determine the best approach and the scope of the evaluation. Not all staff development and training programs will need, permit, or justify the same amount or type

of evaluation (Dubravic, et al., 1988). The payoff of the evaluation must be worth the effort put into it.

The standards for evaluation are based on four attributes: utility, feasibility, propriety, and accuracy (Dubravic, et al., 1988). Utility refers to information which is (a) sufficient for supported decision-making, (b) clearly and specifically directed at the evaluation objectives, and (c) provided in a timely manner when it can best be used. Feasibility includes procedures which are (a) practical, (b) politically viable, and (c) cost effective. Propriety ensures that (a) human rights are observed, (b) conflicts of interest are avoided, and (c) reports are fair and balanced. Accuracy ascertains if (a) objectives are clearly defined, (b) information sources are appropriate, (c) contextual information is adequate, (d) program and procedures are explicit, and (e) measurements are reliable and valid.

Different types of program evaluation may be employed, depending on need and circumstances. These include but are not limited to (a) **needs assessment** to determine the gap which exists between what is and what should be and to set priorities for program development; (b) **input evaluation** to obtain information, such as existing resources and additional resources needed, in order to design a program that meets identified goals and objectives; (c) **process evaluation** to monitor the implementation of the training program, which is essential to obtaining feedback and/or a record of progress; (d) **outcome evaluation** to assess if the program's goals and objectives were met; (e) **impact evaluation** to determine the impacts of the program on the organization, the individual, and society; and (f) **cost/benefit analysis** to obtain resource allocation and expenditure information to analyze if the benefits justified the costs (Dubravic, et al., 1988).

Summary

One solution to the problem of illiteracy is the upgrading of the adult literacy leadership as a profession. Professionalism requires standards of practice which are applicable to all literacy providers, an institutional infrastructure to support staff development and training, a recognition of the changing culture of the literacy provider, and provision for the necessary support, resources, and incentives (Foster, 1988, 1990). State, regional, and local educational institutions can promote professionalism by the

establishment of comprehensive staff development and training programs for their agencies which offer linkage possibilities to each other in order to maximize their time, resources, effort, and most importantly, their intended goals and objectives.

A staff development and training program should improve and enhance personnel effectiveness within the given system (Bone, 1988) and be grounded with a strong theoretical and practical knowledge base. It should be a proactive and reactive mechanism to meet current and changing student, program, community, and needs and goals (Burley, 1985).

The effective, comprehensive staff development and training program can be characterized as a necessary, continuous, integral part of the organization, and made available to all personnel (Bowes, 1982; Castetter, 1986; Jones & Lowe, 1990). Participants are considered adult learners. They are involved in all aspects of planning, implementing, and evaluating the program. Activities are made accessible, appropriate, and relevant. Incentives are provided for participation.

The effective staff development and training program can take many forms and use many approaches. The important factor is that the program is carefully planned. A needs assessment should preclude its development. The staff development and training program should culminate in a written plan which delineates its design, implementation, and evaluation.

The implementation of a staff development and training program should incorporate nontraditional approaches which reflect sound adult learning theory. It should take into consideration the various learning styles, developmental needs, and learning goals of adult literacy leadership while working within the context of the system. Transfer of learning can be enhanced when personal, instructional, and organizational factors are each taken into consideration.

Evaluation should also be an integral, on-going part of the staff development and training program and begin with the program's inception. Evaluation is a program management tool which provides a systematic process for determining if goals are being met or if corrective action is needed. It allows for intelligent and systematic decision making. There are many types of evaluation. Selection of an evaluation design is dependent on several factors, including funding, other available resources, ability to

analyze the data, and the purpose of the evaluation. The ultimate payoff of the evaluation must be worth the effort put into its development.

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Appendix A

The Location of Staff Development and Training in the State of Florida

Table A-1

LOCATION OF ADMINISTRATOR TRAINING PROGRAMS BY REGION AND DISTRICT

	REGION				
ADMINISTRATOR TRAINING NEEDS	1	2	3	4	5
a. Acquiring funds	Escambia, Jackson, Leon, Taylor	Alachua, Duval	Brevard, Lake, Okeechobee, Osceola, Seminole, Volusia		Broward, Hendry, Palm Beach
b. Building community support for adult literacy activity	Gulf, Jackson, Leon, Madison, Taylor	Alachua, Bradford, Columbia, Duval, Nassau	Brevard, Lake, Okeechobee, Orange, Osceola, Seminole, Sumter	Hernando, Hillsborough, Lee, Pinellas, Polk, Sarasota	Broward, Dade, Hendry
c. Using computers & technology	Bay, Escambia, Holmes, Leon, Madison, Okaloosa, Taylor	Baker, Columbia, Duval, Marion	Brevard, Indian River, Lake, Okeechobee, Osceola, St. Lucie, Seminole, Volusia	Hernando, Highlands, Hillsborough, Pasco	Broward, Dade, Hendry, Palm Beach
d. Promoting and marketing literacy programs	Gulf, Jackson, Jefferson, Leon, Taylor	Bradford, Columbia, Duval, Nassau	Brevard, Lake, Okeechobee, Orange, Osceola, St. Lucie, Seminole	Hillsborough, Lee, Pasco, Pinellas, Polk	Broward, Dade, Hendry
e. Finding appropriate instructional software	Bay, Leon, Jefferson, Taylor	Columbia, Nassau	Brevard, Indian River, Lake, Okeechobee, Osceola, Seminole, Volusia	Hernando, Hillsborough, Pasco	Broward, Dade, Hendry
f. Screening clientele learning needs	Escambia, Jackson, Jefferson, Leon, Madison, Taylor	Columbia, Marion, Nassau	Brevard, Indian River, Lake, Okeechobee, Osceola, Seminole	Highlands, Hillsborough, Lee, Pasco, Pinellas, Polk	Dade, Hendry, Palm Beach
g. Managing program and course implementation	Bay, Jefferson, Leon, Madison, Okaloosa, Taylor	Alachua, Columbia, Duval, Marion, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole	Hillsborough, Lee, Pasco, Pinellas, Polk	Broward, Dade, Hendry, Palm Beach
h. Finding appropriate instructional materials	Escambia, Jackson, Jefferson, Leon, Okaloosa, Taylor	Alachua, Columbia, Duval, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole	Hillsborough, Lee, Pasco, Pinellas, Polk	Broward, Dade, Hendry, Palm Beach
i. Facilitating interagency collaboration	Escambia, Jackson, Jefferson, Leon, Taylor	Alachua, Bradford, Columbia, Marion, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole	Hernando, Lee, Pasco, Pinellas, Polk, Sarasota	Broward, Dade, Hendry, Palm Beach

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Table A-1 (continued)

LOCATION OF ADMINISTRATOR TRAINING PROGRAMS BY REGION AND DISTRICT

ADMINISTRATOR TRAINING NEEDS	REGION 1	2	3	4	5
j. Meeting English as Second Language (ESL) student needs	Jackson, Leon, Okaloosa, Taylor	Columbia, Duval, Suwannee	Brevard, Indian River, Lake, Okeechobee, Orange, Osceola, Seminole	Hernando, Hillsborough, Pasco, Pinellas, Polk	Broward, Dade, Hendry, Palm Beach
k. Engaging and managing volunteers	Bay, Escambia, Gulf, Jackson, Jefferson, Leon, Madison, Taylor	Alachua, Bradford, Columbia, Marion, Nassau	Brevard, Indian River, Lake, Okeechobee, Osceola, Seminole, Volusia	DeSoto, Hernando, Highlands, Hillsborough, Lee, Pasco, Pinellas,	Broward, Dade, Hendry, Palm Beach
l. Understanding cultural diversity and its educational implications	Taylor	Nassau	Brevard, Indian River, Lake, Okeechobee, Osceola, Seminole	Polk, Sarasota Hillsborough, Pasco, Polk	Broward, Dade, Palm Beach
m. Developing program offerings and operations	Escambia, Jefferson, Leon, Taylor	Alachua, Columbia, Duval, Marion, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole	Hillsborough, Pasco, Pinellas, Polk	Broward, Dade, Hendry, Palm Beach
n. Evaluating programs	Bay, Escambia, Holmes, Jackson, Leon, Taylor	Alachua, Columbia, Marion, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole, Volusia	DeSoto, Highlands, Hillsborough, Pasco, Polk	Broward, Dade, Hendry
o. Promoting staff efficiency and productivity	Escambia, Holmes, Leon, Taylor	Columbia, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole, Sumter, Volusia	DeSoto, Hillsborough, Pasco, Pinellas, Polk	Broward, Dade, Hendry, Palm Beach
p. Creating environments conducive to adult learning	Escambia, Jefferson, Leon, Okaloosa, Taylor	Columbia, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole	Hernando, Hillsborough, Lee, Pasco, Pinellas, Polk	Broward, Dade, Hendry
q. Reviewing current adult literacy education theory	Leon, Taylor	Bradford	Brevard, Lake, Okeechobee, Osceola	Hillsborough, Polk	Broward, Dade, Hendry
r. Understanding screening or testing results	Bay, Escambia, Jackson, Jefferson, Leon, Taylor	Bradford, Columbia, Duval, Marion, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole, Volusia	Hernando, Highlands, Hillsborough, Lee, Pasco, Polk	Dade, Hendry, Palm Beach
s. Record keeping	Escambia, Holmes, Jefferson, Leon, Taylor	Alachua, Columbia, Marion, Nassau	Brevard, Lake, Okeechobee, Osceola, Seminole, Volusia	Hernando, Hillsborough, Lee, Pasco, Polk	Dade, Hendry, Palm Beach
t. Managing grants	Bay, Jefferson, Leon, Taylor	Alachua, Columbia, Nassau	Brevard, Indian River, Lake, Okeechobee, Osceola, Seminole, Volusia	Pasco, Polk	Broward, Dade, Hendry, Palm Beach

Note: Contacts for the districts identified in Table A-1 are listed in Appendix B.

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Table A-3

LOCATION OF INSTRUCTOR TRAINING PROGRAMS BY REGION AND DISTRICT

INSTRUCTOR TRAINING NEEDS	REGION 1	2	3	4	5
a. Identification of adult student learning problems or disabilities	Leon, Madison, Taylor, Wakulla	Nassau	Brevard, Okeechobee, Orange, Osceola, Seminole, Volusia	Highlands, Hillsborough, Polk	Broward, Dade, Hendry, Palm Beach
b. Drop-out prevention strategies	Bay, Escambia, Gulf, Holmes, Leon, Santa Rosa, Taylor	Columbia, Marion, Nassau	Brevard, Indian River, Lake, Okeechobee, Orange, Osceola, Seminole, Sumter, Volusia	Glades, Highlands, Hillsborough, Pasco, Polk	Broward, Dade, Hendry
c. Computer and technology use	Bay, Escambia, Leon, Madison, Okaloosa, Santa Rosa, Taylor, Wakulla	Baker, Marion, Nassau	Brevard, Indian River, Lake, Okeechobee, Osceola, St. Lucie, Seminole, Volusia	Hernando, Hillsborough, Pasco,	Broward, Dade, Hendry, Palm Beach
d. Analysis of workplace literacy needs	Leon, Taylor	Duval, Nassau	Brevard, Okeechobee, Osceola	Hillsborough, Polk	Broward, Dade
e. Instructional methods development	Jackson, Jefferson, Leon, Taylor, Wakulla	Duval, Nassau	Brevard, Lake, Okeechobee, Seminole, Volusia	Hillsborough, Lee, Pasco, Pinellas, Polk	Broward, Dade, Palm Beach
f. Evaluation techniques other than standardized tests	Bay, Leon, Taylor	Nassau	Brevard, Lake, Osceola, Seminole Polk	Hillsborough, Lee, Pasco, Pinellas,	Dade, Palm Beach
g. Teaching the English as Second Language (ESL) student	Jackson, Leon, Okaloosa, Taylor	Alachua, Columbia, Duval, Suwannee	Brevard, Indian River, Lake, Okeechobee, Orange, Osceola, St. Lucie, Seminole	Hernando, Highlands, Hillsborough, Lee, Pasco, Pinellas, Polk	Broward, Dade, Hendry, Palm Beach
h. Instructional materials development	Jefferson, Leon, Taylor	Alachua, Columbia, Marion, Nassau	Brevard, Lake, Okeechobee, Seminole	Hillsborough, Pasco, Pinellas, Polk	Dade, Palm Beach
i. Understanding student's social contexts (i.e., family, community, workplace)	Escambia, Jefferson, Leon, Taylor		Brevard, Lake, Okeechobee, Osceola, Seminole, Volusia	Hernando, Hillsborough, Pasco, Polk	Broward, Dade, Palm Beach

Note: Contacts for the districts identified in Table A-2 are listed in Appendix B.

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Table A-3

LOCATION OF ADVISORY COUNCIL TRAINING PROGRAMS BY REGION AND DISTRICT

	REGION				
ADVISORY COUNCIL TRAINING NEEDS	1	2	3	4	5
a. Program management and evaluation	Escambia, Leon Wakulla	Duval	Brevard		Broward, Dade
b. Program design and development	Escambia, Leon Wakulla	Duval	Brevard		Broward, Dade
c. Finance	Escambia, Leon Santa Rosa, Wakulla	Duval	Seminole		
d. Legislative/government	Escambia, Leon Santa Rosa, Wakulla	Duval	Seminole		Broward, Dade
e. Communications	Escambia, Leon Santa Rosa, Wakulla	Duval	Brevard, Lake, Seminole	Polk	Broward, Dade

Note: Contacts for the districts identified in Table A-3 are listed in Appendix C.

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Appendix B

Directory of Administrator/Instructor Survey Respondents

Responding LEA Administrators

REGION 1

Bay
Sandra Davis
Vocational, Adult & Community Education
Bay County School District
Post Office Drawer 820
Panama City, FL 32402
(904) 872-4555

Escambia
Margaret Ruffin
Adult Education/Literacy
Escambia County School District
30 East Taxar Drive
Pensacola, FL 32503
(904) 469-5516

Franklin
Fay Burton, Coordinator
Adult/Community Education
Franklin County School District
155 Avenue East
Apalachicola, FL 32320
(904) 653-8831

Gulf
Mr. S. M. Eubanks, Coordinator
Adult Education
Gulf County School District
501 Niles Road
Port St. Joe, FL 32456
(904) 227-1744

Holmes
Mr. Myron Hudson
Adult and Community Education
Holmes County School District
211 West Iowa Avenue
Bonifay, FL 32425
(904) 547-9341

Jackson
Dr. Willis F. Melvin, Director
Adult Education Division
Jackson County School District
445 Guyton Street
Marianna, FL 32446
(904) 482-5617 x326

Jefferson
Mr. Albert Thomas, Jr., Director
Community Education
Jefferson County School District
1490 West Washington Street
Monticello, FL 32344
(904) 997-3562

Leon
Ms. Patricia McDonald, Principal
Adult and Community Education
Leon County School District
3111-21 Mahan Drive, Drawer 106
Tallahassee, FL 32304
(904) 922-5343

Madison
Mr. James E. McLeod, Coordinator
Adult Education
North Florida Junior College
1000 Turner Davis Drive
Madison, FL 32340
(904) 973-2288 x197

Okaloosa
Mr. J. J. Steele, Jr.
Adult Education
Okaloosa County School District
Administration Building
120 Lowery Place
Fort Walton Beach, FL 32548
(904) 833-3206

Santa Rosa
Mrs. Alice Guidy, Director
Adult, Vocational, & Technical Education
Santa Rosa County School District
603 Canal Street
Milton, FL 32570
(907) 623-3663 x226

Taylor
Mr. Bryant J. Russell, Director
Adult and Community Education
Taylor County School District
3233 Highway 19 South
Perry, FL 32347
(904) 584-7603 x113

Wakulla
Mr. Jesse Quigg, Coordinator
Adult and Community Education
Wakulla County School District
Route 3, Box 5399
Crawfordville, FL 32327
(904) 926-8111 x22

Walton
Ms. Marilyn Holley, Director
Vocational Education
Walton County School District
850 North 20th Street
DeFuniak Springs, FL 32433
(904) 892-5081

Washington
Mr. Bill Williams
Washington-Holmes Area Vo-Tech Center
209 Hoyt Street
Chipley, FL 32428
(904) 638-0868 x307

REGION 2

Alachua
Mr. Ellis McKinnon
Adult Education Center
Alachua County School District
3000 East University Avenue
Gainesville, FL 32601
(904) 336-2839

Baker
Mrs. Garlon Webb, Director
Vocational, Adult & Community Education
Baker County School District
392 South Boulevard East
Macclenny, FL 32601
(904) 259-6251 x102

Bradford
Mr. James E. Ward, Director
Adult and Community Education
Bradford County School District
609 North Orange Avenue
Starke, FL 32091
(904) 964-6150

Clay
Mr. Jim Booth, Supervisor
Adult and Community Education
Clay County School District
2306 Kingsley Avenue
Orange Park, FL 32073
(904) 278-8170

Columbia
Mr. Richard C. Kahlich, Director
Adult and Community Education
Columbia County School District
750 West Duval Street
Lake City, FL 32055
(904) 755-8190

Duval
Ms. Kathleen K. Dobson, Assistant Instructional Officer
Florida Community College at Jacksonville
4501 Capper Road
Jacksonville, FL 32218
(904) 766-6701

Levy
Mr. David Stone, Principal
Adult and Community Education
Levy County School District
P. O. Box 1509
Bronson, FL 32621
(904) 486-3264

Marion
Mr. Samuel Lauff, Jr., Principal
Community Education Center
Marion County School District
438 Southwest Third Street
Ocala, FL 32674
(904) 629-7545

Nassau
Mr. Jerry Bishop, Director
Adult, Vocational & Community Education
Nassau County School District
1201 Atlantic Avenue
Fernandina Beach, FL 32034
(904) 261-7628

Putnam
Dr. Ed Cooper, Dean
Adult and Community Education
St. Johns River Community College
5001 St. Johns Avenue
Palatka, FL 32177
(904) 328-1571 x39

Suwannee
Mr. Walter Boatright, Director
Vocational and Adult Education
Suwannee County School District
415 Southwest Pinewood Drive
Live Oak, FL 32060
(904) 364-2755

REGION 3

Brevard
Dr. Elizabeth Singer, Dean
Adult and Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(407) 632-1111 x3180

Indian River
Ms. Jean M. Carter, Director
Vocational, Adult & Community Education
Indian River County School District
1990 25th Street
Vero Beach, FL 32960
(407) 567-7165 x273

Lake
Ms. Joyce D. Powers, Supervisor
Adult and Community Education
Lake County School District
207 North Lee Street
Leesburg, FL 32748
(904) 787-0043

Okeechobee
Mr. Jim Knight, Director
Adult and Community Education
Okeechobee County School District
100 Southwest Fifth Avenue
Okeechobee, FL 34974
(813) 467-2435

Orange
Mr. Ronald D. Froman, Administrator
Adult and Community Education
Orange County School District
454 Amelia Street
Orlando, FL 32801
(407) 849-3200 x2836

Osceola
Ms. Janet C. Cook, Instructional Specialist
Osceola County School District
401 Church Street
Kissimmee, FL 34741
(407) 847-3147 x275

St. Lucie
Dr. Dottie Vandergrift
Indian River Community College
3209 Virginia Avenue
Fort Pierce, FL 34981-5599
(407) 468-4700 x4862

Seminole
Ms. Marilyn Brisson, Director
Adult and Community Education
Seminole Community College
100 Weldon Boulevard
Sanford, FL 32773
(407) 323-1450 x656

Sumter
Mr. William C. Donahue, Supervisor
Adult and Community Education
Sumter County School District
301 West McCollum Avenue
Bushnell, FL 33513
(904) 793-7906

Volusia
Ms. Beverly M. Grissom, Dean
Adult and Lifelong Learning
Daytona Beach Community College
Post Office Box 2811
Daytona Beach, FL 32115-2811
(904) 254-3077

REGION 4

DeSoto
Mr. Larry O'Donnell, Director
Vocational Adult & Community Education
DeSoto County School District
520 LaSolona Avenue
Arcadia, FL 33821
(813) 494-4222 x131

Glades
Mr. Don Hopkins
Adult Education
Glades County School District
Post Office Box 160
Moore Haven, FL 33471
(813) 946-0502

Hernando
Ms. Denise Moen, Literacy Coordinator
Adult and Community Education
Hernando County School District
1036 Varsity Drive
Brooksville, FL 34601
(904) 799-7838 x458

Highlands
Patricia A. Fordham
Adult and Community Education
South Florida Community College
600 West College Drive
Avon Park, FL 33825
(813) 382-6900 x213

Hillsborough
Mr. Joe Perez, Supervisor
Adult Basic Education
Hillsborough County School District
4602 North Seminole Avenue
Tampa, Florida 33603
(813) 238-4740

Lee
Ms. Mavis Pacetti
Adult and Community Education
Lee County School District
1857 High Street
Fort Myers, FL 33916
(813) 334-7172

Pasco
Dr. Betty Richey, Supervisor
Adult and Community Education
Pasco County School District
7227 Land O'Lakes Boulevard
Land O'Lakes, FL 34639
(813) 996-3600

Pinellas
Ms. Sherry Oliver, Director
Adult and Community Education
Pinellas County School District
205 Fourth Street Southwest
Largo, FL 34640-3599
(813) 585-9951 x224

Polk
Mr. James P. Booth, Director
Adult and Community Education
Polk County School District
Post Office Box 391
Bartow, FL 33830
(813) 534-2109

Sarasota
Ms. Shirley W. Stacey, Director
Adult and Community Education
Sarasota County School District
4748 Beneva Road, Building A-2
Sarasota, FL 34233
(813) 924-9907

REGION 5

Broward
Ms. Meredith McCleary, Director
Adult and Community Education
Broward County School District
1350 Southwest Second Court
Fort Lauderdale, FL 33312
(305) 765-6087

Dade
Mr. Joe Mathos, Executive Director
Adult and Community Education
Dade County School District
1450 Northeast Second Avenue
Miami, FL 33132
(305) 995-1850

Hendry
Charles M. Conley
Clewiston Adult and Community School
Hendry County School District
1501 South Francisco
Clewiston, FL 33440
(813) 983-5570

Palm Beach
Ms. Marrilee Highfield, Literacy Specialist
Adult and Community Education
Palm Beach County School District
3970 RCA Boulevard
Suite 7016
Palm Beach Gardens, FL 33410-4283
(407) 624-2324

Appendix C

Directory of Advisory Council Survey Respondents

Responding Advisory Council Chairs

REGION 1

Escambia
LCDR Paul M. Connolly, President
LVA-Escambia Board of Directors
c/o Family Services NAS Bldg. 25
Pensacola, FL 32508
(904) 452-5990

Franklin
ACE Advisory Council
c/o Fay Burton, Coordinator
Adult and Community Education
Franklin County Schools
155 Avenue East
Apalachicola, FL 32320
(904) 653-8831

Leon
Mr. Jack Newell
Project PLUS Florida Task Force
c/o Gadsden-Wakulla/Even Start
Leon County Public Library
200 West Park Avenue
Tallahassee, FL 32304
(904) 222-8181

Santa Rosa
Deborah Crews, Facilitator
Advisory Committee for Non-Instructional
Model Literacy Center
206 Southeast Caroline Street
Milton, FL 32570
(904) 626-2251

Wakulla
Sarah McGilvary, Chairperson
Wakulla Board of Directors for Literacy
Volunteers
P. O. Box 1300
Crawfordville, FL 32327
(904) 926-7415

REGION 2

Columbia
Gwen R. Sharp, Literacy Coordinator
Columbia Literacy Council
490 North Columbia Street
Lake City, FL 32056
(904) 758-2101

Duval
Literacy Coalition Advisory Board
c/o Deborah Reynolds, Director
Florida Community College at Jacksonville
101 West State Street
Jacksonville, FL 32202
(904) 633-8129

REGION 3

Brevard
Center for Adult Literacy Advisory Council
c/o Dr. Elizabeth Singer, Dean
Adult/Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922
(407) 632-111 x3180

Lake
Adult Literacy Center Advisory Board
c/o Mr. Mike McLeod, Coordinator
P. O. Box 308
Sumterville, FL 33585-0308
(904) 568-1890

Orange
Orange County Adult & Community Education
Advisory Committee
c/o Ron Froman, Senior Administrator
Orange County Schools
454 Amelia Street
Orlando, FL 32801
(407) 849-3200 x2836

Seminole
Adult Basic Education Advisory Council
c/o Harriet Little, Coordinator Literacy Programs
Seminole Community College
100 Weldon Boulevard.
Sanford, FL 32773
(407) 323-1450

REGION 4

Desoto
DeSoto Literacy Task Force
c/o Larry O'Donnell
530 LaSolona Avenue
Arcadia, FL 33821
(813) 494-4222 x131

Pasco
Reading Assistance Advisory Council
c/o Dr. Betty Richey, Supervisor
Adult and Community Education
7227 Land O'Lakes Boulevard
Land O'Lakes, FL 34639
(813) 996-3600 x2206

Polk
Adult Literacy Advisory Board
c/o Margaret Anne Gates
Adult Literacy Center
300 Parkview Place
Lakeland, FL 33801
(813) 682-6401

REGION 5

Broward
CECL Advisory Committe
c/o Roger Gill, Chairperson
11 Northwest 36th Avenue
Ft. Lauderdale, FL 33311
(305) 584-0795

Dade
Adult Basic Education Advisory Committee
c/o Ms. Marian Dean, Coordinator
Dade County Public Schools
1450 Northeast 2nd Avenue, Room 843
Miami, FL 33132
(305) 995-1842

Palm Beach
Palm Beach Literacy Coalition
c/o Gail Howden, President
P. O. Box 24700
West Palm Beach, FL 33416-4700
(407) 820-4131

Appendix E

Commercial and Non-Profit Vendors

Commercial and Nonprofit Vendors

Commercial and nonprofit vendors provide a valuable resource for literacy leadership training. Many vendors not only sell instructor manuals to accompany their classroom products, they also provide on-site training to purchasers/users of their class room materials. In many instances this training is at no cost to the school district. Hillsborough county is one example of a school district which takes advantage of the on-site training offered by vendors of educational products.

Other training services offered by commercial and nonprofit vendors include their activities at the various state and national conferences. Vendor exhibits provide a comprehensive view of the educational products available from their companies. Sales representatives are usually on hand to answers questions about their products and to offer suggestions on the possibilities of product applications. Vendors also present programs at conferences. These sessions take various forms. At the recent Florida Literacy Conference in Jacksonville, March 6-8, 1991, there were 26 exhibitors present. In addition, eight of the commercial vendors provided programs. This represented 11% of the total programming. Topics ranged from "hands on" sessions of a state-of-the-art ESL program and a multisensory packaged skills program, to panel discussions on establishing a strong financial base and shared resources, to demonstrations of whole language applications and the integration of computer networks with instructional management.

This appendix contains a list of commercial and nonprofit vendors who deal with literacy education products. The list of vendors was obtained from lists provided by the Florida Literacy Coalition and by the Hillsborough School District. The list is alphabetically by vendor (highlighted). When available, the contact person and a phone number are provided.

Listing of Commercial and Nonprofit Vendors

Ronald Acker
Acker Educational Services
P. O. Box 1810
Maitland, FL 32751

Larry Smallie
Addison-Wesley Publishing
1100 Ashwood Parkway, Ste. 145
Atlanta, GA 30338

Judith Summer
Alemany Press
8604 Deland Avenue
Fort Pierce, FL 33451

Herbert W. Love, Jr.
AMSCO School Publications
14058 Bentwood Avenue
Jacksonville, FL 32250

Robert McCall
AMSCO Publishing
502 Debbie Joy Place
Brandon, FL 33511

Norman Stanley
Aries Norm, Inc.
P. O. Box 4425
Ft. Lauderdale, FL 33338

Pamela McCrary
Asvab-Aptitude Test
4615 Phillips Highway
Jacksonville, FL 32207

Jim Kirk
Bancroft-Sage Publications
533 8th Street South, POB 664
Naples, FL 33939

Jeff Brake
Brake Media, Inc.
921 Balch Avenue
Winter Park, FL 32789

David Brammer & Associates
Contemporary Books
P. O. Box 13423
St. Petersburg, FL 33733
(813) 343-2023; (800) 621-1918

Phil Yeh
Cartoonist Across America
P. O. Box 670
Lonpoc, CA 93438-0670
(805) 735-5134

Martha Brown
Census Awareness and Products
400 Orange Avenue South
Orlando, FL 32801

T. G. Patterson
C. G. Publications
2836 Magnolia Avenue
Lakeland, FL 33803

Rod Stanford
Childcraft Education
21 Kilmer Road
Edison, NJ 08818

Dawn Eason/Sam Eason
Children's Press
2855 Circle Ridge Drive
Orange Park, FL 32065
(904) 272-3587

Christine/Leo Prybylowski
Comex Systems, Inc.
The Mill Cottage
Mendham, NJ 07945
(201) 234-1616 & 543-6661

Ron Paino
Control Data Corporation
300 Embassy Row, Ste 340
Atlanta, GA 30328

Sue Schmidt
Curriculum Association, Inc.
5 Esquire Road
North Billerica, MA 01862

Susan Lander
Curriculum Associates
3909 67th Terrace Southwest
Mirimar, FL 33023

Judy Sommer/Sommer Associates
Curriculum Associates
8604 Deland Avenue
Fort Pierce, FL 34951
(407) 465-2441

Floyd F. Reigal/Donald Jaeger
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